

## CHAPTER II

### THEORETICAL REVIEW

#### A. Writing

##### 1. Definition of Writing

Writing is important for students and advanced people as tools of communicating ideas, that are the use of written or printed symbol, as found in books, newspaper, magazines and letters.

The definition of writing which is proposed by Urquhart and McIver (2005:23) is that writing is an activity of expressing knowledge and the students have to express their knowledge as thoughtfully and clearly as they can.

Writing as one of the language skills is not an innate natural ability. It is a skill like driving, typing, or cooking and like many skills, it can be learned. Because of this, writing is a complex process and it needs practice.

Writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise texts for clearer meaning, how to edit a text or appropriate grammar and how to produce a final product (Brown, 2001:335).

From those statements, the writer can conclude that writing is an activity to show the writer's ideas that have done by some stages or steps.

##### 2. The Purpose of Writing

Writing is one of the ways someone can learn to communicate with other people, especially when the people are not in front of him or her at the time. It means that writing plays an important role in teaching and learning foreign language.

Related with the point above, the purpose of writing is more than only to teach someone to convey ideas to the readers. There are some additional and very important reasons why writing is needed in teaching-learning process. Writing is used either as evidence of successful learning or as a means of learning (Richards, Jack C, 1990: 100). In accordance with Jack C. Richards' statement, Ann Raimes also mentioned the purpose of writing. Writing helps our students to learn. How? First, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risk. Third, when they write, they are necessarily very involved with the new language. (Raimes, Ann, 1983: 3).

Furthermore, the purpose of writing must be distinguished based on the level students involved in. For the beginners, it is more essential just to get them to enjoy writing than to get them correcting their written product with some complicated rules. Students may find learning rules is a boring thing. But they will gradually aware about it if they find a pleasure in writing freely and with a purpose.

### 3. Kinds of Writing

There are three kinds of writing. They are: Free Writing, Controlled Writing, and Guided Writing.

#### a) Free Writing

Free writing is without stopping. It means writing whatever comes to the mind without worry that everything they write is correct or incorrect. The purpose is to free up the mind so that it can make association and connection.

#### b) Controlled Writing

Controlled writing is opposite of free writing. Using this kind of writing to teach controlled writing the students will focus to practice on getting words down on their paper

and they have to concentrate on one or two problems at the time. Controlled writing focuses the student's attention on specific features of the written language. It is a good method of reinforcing grammar vocabulary, and syntax. Most of controlled writing text book is available to set up the task so that the book can be used for individualized instruction, the students proceeding at their own pace.

c) Guided Writing

Guided writing is less controlled writing. In using this kind of writing to teaching writing, students are given a first sentence, a last sentence , an outline in their piece of writing. Students should be able to discuss, make notes, and share finding together before they begin to write.

4. Types of Writing

In general, for teaching purposes, writing divides into four types, namely description, narration, exposition, and persuasion.

a) Description

Description is the kind of writing used to bring the reader into the picture, for example, by telling the readers how something strike the sense, how it looks, smells, sound, feels sometimes how it tastes. Descriptive writing uses concrete language to portray the characteristic of object.

Anyone learning to write should practice description because it is important in almost every kinds of composition. When someone is composing a story, or explanation of something, she/he will frequently find herself/himself describing persons, places, or objects in order to convey his meaning effectively.

b) Narration

To narrate is to tell a story, to tell what happened. Narration is writing about succession of events. The simplest kind of narration follows chronological order. Narrative writing usually find in novels, short stories, biographies and autobiographies.

c) Exposition

Exposition is used to give information, making explanations and interpreting meaning. It includes editorials, essays, and instructional material.

Tricia Hedge defines, "Exposition is writing that informs, clarifies, defines, analyzes, or otherwise treats a subjects by letting the reader. It often answers the question what, why, and how". Exposition deals with ideas, when the purpose in writing is to reports something or to explain something to the readers or to inform on convince them, what being is exposition.

d) Persuasion

Persuasion is used in persuading and convincing. Persuasion is used to make a case or to prove or disapprove a statement or proportion.

In this research, why the researcher chose description types because of the curriculum and the class that will be research. The class that will be used is seventh grade and the kinds of writing that appropriate with this grade is description writing.

## **B. Descriptive Text**

### **1. Definition of Descriptive Text**

Descriptive text is a text which describe about the features and characteristics of a certain thing in detail (a person or thing). Its purpose is to describe and reveal a particular person, place, or thing.

In writing Descriptive text, Alwasilah & Alwasilah (2007) mention four kinds of Descriptive text that can be explored. First, historical profile that provides an interesting accurate report of places, times ,or events. Second, venture profile which deeply reports about

occupation or business. Third, reporting from interview, field observation, and other research. Fourth, a case study which tells about someone's experience in representing a cluster, such as sacrifice of disaster, immigrant community, and a personal research report that serves the story specifically the reader. Descriptive text can also be about an usual hobby, new technology, etc.

## 2. Function of Descriptive Text

Its function is almost same with the concept of descriptive itself, whereas, the purpose of description as stated by Lila Fink, et.al (1983) is to present the reader with a picture of a person, subject, or setting. Therefore, as a reader of description, we should take a note of some elements of description as follows:

- a) Concrete details. A concrete details is a specific description that supports, reflects. Or expands a writer's attitude or purpose.
- b) Images. An image is a concrete, literal (real, actual) description of a person, physical object, or sensory experience that can be known through one of the five sense (sight, sound, taste, touch, and smell)
- c) Similes. A simile is a comparison, using like or as, between two objects.

The comparison is between two things essentially different yet similar in one aspect. (Lila Fink, et. al, 1983: 41-42)

In other hand, with good descriptive writing, can stimulate the reader's imagination to form sensory responses from all five senses. Frequently, the reader has no choice: many people cannot read an article about the taste of citrus fruits for example, without having a physical response to the imagined taste. And a passage about a specific food left out of the refrigerator too long will procedure a shudder from readers as they imagine the resulting smell.

### 3. Generic Structure of Descriptive Text

The generic structures of descriptive text are:

- a) Identification (introduction) is the part of paragraph that introduces the character.
- b) Description which describes the qualities and characteristics.

### 4. Language Features of Descriptive Text

The language features of descriptive text are:

- a) the focus on specific participants,
- b) the use of attributive and identifying processes,
- c) the frequent use of epithets and classifiers in nominal groups,
- d) the uses of simple present tense.

## C. Mind Mapping

### 1. Definition of Mind Mapping

The Mind Mapping strategy is one of the teachers' strategies in teaching. It is not only shows fact, but also shows the overall structure of a subject and the relative importance of individual part of it.

Buzan (2005: 6) in his statement claims that a mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. Mind mapping helps the students in the process of absorbing information, overcoming complex problem and designing detailed plans. Therefore, this process engages much more of the brain than conventional note taking and design systems. It is supported by Steele (2004:1). He describes mind mapping as a diagram used for linking words and ideas to a central key words. It means mind mapping can help in constructing a written text.

From those statements, the writer can conclude that mind mapping is a tool that can be used to help students or someone to arrange the ideas of a text.

## 2. The Purpose of Mind Mapping

The purpose of using mind mapping before writing something is to organize the ideas of the writer properly. In his words, Buzan said that mind mapping help the writers to make a distinction between their mental storage capacity, and their mental storage efficiency. Therefore, in case of writing text, the mind mapping will be useful for the students' ability in generating some clues related to the writing that she/he interested to write.

## 3. The Types of Mind Mapping

There are many kinds of mind mapping, they are radial mind mapping, right-columnar mind mapping, and left-columnar mind mapping (Sarah M: 2011).

### a) Radial Mind Mapping

Radial mind mapping arrange topics from a central topic out radially in both the left and right directions.

### b) Right-Columnar Mind Mapping

Right-columnar mind mapping arrange topics from top to bottom on the right side of the central topics.

### c) Left-Columnar Mind Mapping

Left-columnar mind mapping arrange topics from top to bottom on the left side of the central topic.

## 4. Advantages of Mind Mapping

Mind mapping can be used in any situation and reason, such as business meeting, studying, and planning or coming with the most innovating ideas. Below are the advantages of mind mapping:

- a) Mind mapping reduces those 'tons of work', feels good about study, revision, and exams, and has confidence in learning abilities.

- b) Mind mapping can be used to see the whole picture, the global view, at once and understand the links and connections.
- c) Mind mapping is to orchestrate all details and aspect - from beginning to end – on one piece of paper.
- d) Mind mapping has a method to analyze thoughts – almost a ‘way station’ for them.  
(<http://www.mapyourmind.com/advantages.htm>)

Buzan explain that mind mapping helps the brain to work well to develop ideas. The advantages of mind mapping according to Buzan are to:

- a) make the students are easy to study,
- b) see the connections between the different topics,
- c) be able to help brainstorming,
- d) help to develop the idea,
- e) see the whole of picture,
- f) easy to remember,
- g) summarize the information.

## 5. How to Do a Mind Mapping

Mind mapping involves writing down a central ideas and thinking up new and related ideas which radiate out from the centre. By focusing on key ideas written down in our own words, and then looking for branches out and connection between the ideas, we are mapping knowledge in a manner which help to understand and remember new information.

Buzan suggest using the following foundation structures for mind mapping:

- a) start in the centre with an image of the topic, using at least 3 (three) colors,
- b) use images, symbols, codes, and dimension throughout your mind mapping,
- c) select the key words, and each word/image must be sit on its own line,

- d) connect the line by starting from the central image. The central lines are thicker, organic, and flowing, becoming thinner as they radiate out from the centre,
- e) make the lines the same length as the word/image,
- f) use colors – your own code – throughout the mind mapping,
- g) develop your own personal style of mind mapping,
- h) use emphasis and show associations in your mind mapping,
- i) keep the mind mapping clear by using radial hierarchy, numerical order or outlines to embrace your branches.

#### **D. Teaching Writing Using Mind Mapping**

##### **1. The Procedure of Teaching Writing Using Mind Mapping**

There are several procedures of teaching writing using mind mapping that the teacher could apply in the class (Susan:2014), namely :

##### **a) Explain Mind Mapping**

The teacher needs to explain about mind mapping using example and comparing it to regular brainstorming. Brainstorming is an activity which most people are familiar. The object in brainstorming is to compile as large a list as possible of potential examples for a given topic. This is a great activity to do in small groups or with the entire class (Joyce B:2014). The students could make the mind mapping started from the topic in the middle, and then continuing with keywords that branch off the main topic idea.

##### **b) Making Choice**

The next procedure that the teacher could do is to ask the students to evaluate how they feel about what is on their mind mapping. The teacher might ensure them about what ideas that they might want to write about. So, the teacher could tell the students to be not included everything that is on the mind mapping; the students could erase, edit, and revise it as they move forward.

c) Begin Writing

After the students clearly understand to the ideas that they have put in their mind mapping, the teacher could ask them to begin writing. They could use much of the same language they have already written down. It makes the task of composition much more manageable and gives them a concrete tool to reference. Students generally move from the mind mapping activity into the writing process with more enthusiasm and more direction.

d) Adapting it

The teacher of writing could use mind mapping based on the level of students she/he met. For example, the students of lower level could use mind mapping by attracted them with the colors of picture that they can make creatively. For students of higher level, the technique of mind mapping could be used before they write several kinds of writing such as essay, speech writing, or for organizing presentation.

2. How to Use Mind Mapping in Teaching Writing Descriptive

Mind mapping can be used for any purposes. Based on Zamel's statement writing involves a process of 'generating, formulating, and refining one's ideas' (Zamel, 1982:195), writing practice in class should reflect the same process where attention and adequate time is provided for revision and re-drafting while the teacher intervenes throughout the whole process.

a) Generating ideas

Lesson should try to take an organic and experiential approach, in other words, allow students to put into practice what was taught, or discussed in class, with authentic or semi-authentic tasks. The first part of the lesson may almost be considered the pre-writing stage to develop ideas. Another good pre-writing activity is the use of

brainstorming, especially if we consider the complexity of writing and how generating ideas is an essential stage in the writing process (White and Arndt, 1991:17). The objective of brainstorming is to stimulate the imagination to produce ideas on a topic or problem. This is particularly useful to those less imaginative students who do not exercise their creative abilities frequently and thus find it difficult to generate or recall world knowledge and link ideas together.

After students get their ideas, they can write it into mind mapping so they can arrange the text easily.

b) Focusing, structuring and writing the first draft

After the initial stage of brainstorming, student gather their ideas and subsequently select and outline them to write the first draft. As a follow-up of brainstorming White and Arndt (1991) and Hedge (2005) suggest the technique of fast-writing (free writing) and loop writing. The purpose of free-writing is to write without any inhibition concentrating more on content rather than on form. With loop writing the student writes about one idea, then summarizes that stretch of the text in one sentence. This sentence then leads to another loop. This technique could help students avoid vague statements, the repetition of ideas and help to produce natural flowing text.

c) Revising

This is one of the most crucial and beneficial stages in the writing process, when the most meaningful learning will take place that will aid students in future writing as they have the opportunity to receive feedback while th experience is still ‘fresh in the mind’ (Hedge, 2005:121). In general, students receive feedback from teacher after the writing has been completed, mistakes are highlighted and corrected, suggestions for improvement are provided.

## **E. The Previous Study**

There are three relevant studies that the writer had read in order to help her writing this research proposal.

1. Nunung Nuraeni and Gunawan Suryoputro (2013) The Effect of Mind Mapping Technique on The Students' Writing Skills. *9<sup>th</sup> Annual CamTESOL Conference on English Language Teaching, 2013*. The study revealed that using of mind mapping has positive effect. It improving students achievement.
2. Riswanto and Pebri Prandika Putra (2012) The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu, Indonesia. *International Journal of Humanities and Social Science, 2012*. The study revealed that there was significant difference in Writing Achievement between the students who were taught by using Mind Mapping strategy and those who were not.
3. Hanif Maulaniam Sholah (2016) The Effectiveness of Mind Mapping On students Writing Skill Across Different Learning Motivation. *Jurnal Pusaka*. The study revealed that Mind Mapping is an effective teaching technique for generating ideas by planning a map view of what they are going to write.

## **F. Hypothesis**

Based on the description above, the hypothesis of the research is mind mapping is effective to teach writing of a descriptive text to the seventh grade students of SMP Negeri 1 Baturraden in the academic year of 2017/2018.